



## **PROPOSED AGENDA ITEM RATIONALE**

**TO:** Matthew L. Blomstedt, Ph.D.  
Commissioner of Education

**FROM:** Sharon Katt and Diane Stuehmer

**PROPOSED AGENDA ITEM:** Discuss the Nebraska ESEA Educator Equity Plan due June 1, 2015

**RATIONALE/BACKGROUND INFORMATION:** This is the 4<sup>th</sup> revision of the Nebraska's equity plan required in the Elementary and Secondary Education Act (ESEA), Sections 1111(b)(8)(C) and Section 1111(e)(2). The purpose of the equity plan is to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers.

Nebraska's Educator Equity Plan is consistent with, and supportive of, the Educator Effectiveness tenet of Accountability for a Quality Education System, Today and Tomorrow (AQuESTT). It is being developed with input and feedback from internal and external groups and will include the required data analysis, strategies, performance goals and reporting of progress.

Nebraska's data on the required criteria of experience, qualifications, and assignment of teachers showed no major differences when disaggregated for the highest and lowest quartiles of schools by minority and poverty student populations. We also included a comparison of these metrics for rural schools to non-rural schools. Since Nebraska has no statewide evaluation process to provide data on the effectiveness of teachers, NeSA test results, student graduation and college going rates were used to examine outcomes for minority and high poverty students. Available data indicate that significant gaps do exist when these same schools are examined for minority and high poverty student outcomes.

The strategies and performance goals will focus on steps to ensure access to quality educators for all students, especially minority and poverty, and to develop and strengthen teacher and principal effectiveness throughout the state. They will build on AQuESTT and other activities already in progress to provide a comprehensive approach to supporting school improvement with the emphasis on effective educators.

The performance goals that will be measured with public reporting of progress annually are (1) to increase equity on the statutory metrics of experience, qualifications, and endorsed teachers when comparing schools with high percentages of minority student populations and schools with low percentages and between schools of high percentages of student populations of children from families who live in poverty compared to schools with low percentages of poverty at both the elementary and secondary levels; and (2) to reduce

the student outcome gaps on statewide assessments results and graduation rates using the same comparisons. The key strategies for supporting these goals are:

- State Level Leadership on Educator Effectiveness
- Equitable Access to Effective Educators
- Strengthen the Effectiveness of Existing Educators
- Develop Effective Educators

**ESTIMATED COST:** Not Applicable. There are no additional federal resources allocated.